

Juvenile Justice Grant Funds Application Kit

2003

Including

- Juvenile Justice and Delinquency Prevention Title V ONLY

**Virginia Department of Criminal Justice Services
Juvenile Services Section
805 East Broad Street, 10th Floor
Richmond, Virginia 23219**

TABLE OF CONTENTS

I.	JJDP Grant Program Timeline	Page 1
II.	OJJDP Funding Continuum	Page 2
	Background of the Juvenile Justice and Delinquency Prevention Act	Page 2
	Risk and Protective Factors	Page 3
	Assessing and Addressing Minority Overrepresentation	Page 4
III.	Title V & II General Submission Requirements and Funding Prohibitions	Page 5
IV.	Title V Delinquency Prevention Incentive Grants Instructions	Page 8
V.	Title V Application Process	Page 10
VI.	Application Forms	Page 20
	Notice of Compliance Requirements for JJDP Act	Page 21
	Prevention Policy Board (PPB)/Planning Group Members Roster	Page 22
	Grant Application Face Sheet	Page 23
	Itemized Budget	Page 25
	Program Work Plan	Page 29
	Logic Model	Page 30
VII.	Staff Contacts	Page 34
	Appendix A: Risk-Focused Delinquency Prevention Planning	
	Appendix B: Risk-Factor Matrix	
	Appendix C: Pre-Selected Program Matrix	
	Appendix D: Fact Sheets on Pre-Selected Programs	
	All Stars Program	
	Bullying Prevention Program	
	Early Risers <i>Skills for Success</i>	
	Functional Family Therapy (FFT)	
	The Incredible Years Series	
	Promoting Alternative Thinking Strategies (PATHS)	
	Reconnecting Youth (RY)	
	Responding in Peaceful and Positive Ways (RIPP)	
	Strengthening Families Program: 10-14 Years	
	Strengthening Families Program	
	Students Managing Anger and Resolution Together (SMART)	

JJDP GRANT PROGRAM TIMELINE

December 2002	Announcement of Availability of Funds
December 16, 2002	General Technical Assistance For Concept Papers and Grant Applications
January 31, 2003	Concept Papers and Required Attachments Due to DCJS
February 14, 2003	Selection of Concept Papers by JJDP Grants Subcommittees
February 17, 2003	Notification/Invite Proposals
March 31, 2003	Deadline For Submission of Continuation Grants and Invited Proposals to DCJS
April 30, 2003	Review of Proposals by JJDP Advisory Committee (JJDPAC)
TBA	Appeals Hearing (If Needed)
May 2003	Criminal Justice Services Board Decisions About JJDP Funds
June 16 & 17, 2003 (Tentative)	Annual Grants Conference
July 1, 2003	New Program Funding Begins

APPLICATION KIT

This application kit includes the application requirements for both Title V and Title II of the Juvenile Justice and Delinquency Prevention Act funds. We strongly recommend that you read the entire application kit, and pay particular attention to the instructions for the area of funding for which you are applying. While some of the application instructions are the same for both funding sources, there are important differences as well.

I. OJJDP Funding Continuum

The Department of Criminal Justice Services (DCJS) Juvenile Services Section administers three primary federal funding streams allocated to juvenile justice that come to Virginia from the Office of Juvenile Justice and Delinquency Prevention (OJJDP): Titles V and II of the Juvenile Justice and Delinquency Prevention (JJDP) Act and the Juvenile Accountability Incentive Block Grant (JAIBG) program. DCJS has implemented a strategy to use these funds along the continuum of juvenile justice, from prevention through community-based interventions to secure confinement. Title V funds are awarded to localities to implement delinquency prevention programs. Title II funds are available to localities to intervene with children for the first or early offense(s).

The JAIBG funds typically target serious, chronic or violent juvenile offenders. Localities meeting federal eligibility criteria receive a direct allocation of JAIBG funds. A local planning coalition develops a plan for the use of these funds based on a local needs assessment of the juvenile justice system. In order to determine if your locality is eligible for the local block grant program and to identify the JAIBG coordinator in your area, please go to our web site, www.dcjs.state.va.us, and click on Juvenile services, then on JAIBG.

Communities are encouraged to fully assess their local needs along the continuum, and then seek funding from whichever sources best meet those needs. This application kit solicits applications for Title V (delinquency prevention) and Title II (intervention for offenders) funds. Please consult with your JAIBG project coordinator to discuss use of the local JAIBG funds.

II. Background of the Juvenile Justice and Delinquency Prevention Act

The Juvenile Justice and Delinquency Prevention (JJDP) Act was passed by Congress in 1974. Its purpose was, and continues to be, to address the need for reform and improvements in the juvenile justice systems nationwide.

In order to be eligible to participate in the Act and receive JJDP Formula Grant funds, States are required to develop and adhere to policies, practices, and laws which deinstitutionalize status offenders and non-offenders, separate adults and juveniles in secure institutions, and eliminate the practice of detaining or confining juveniles in adult jails and lockups. In addition, states must address efforts to reduce the disproportionate representation of minority youth in secure facilities, where such conditions exist. These four core requirements have been the major focus of states' federally funded efforts under the Act.

Historically, the emphasis on achieving and maintaining compliance with the core requirements and fostering improvements in services for delinquent youth has resulted in little of the Formula Grant funds being available for delinquency prevention activities. In recognition of this shortcoming, Congress added Title V Incentive Grants for Local Delinquency Prevention Programs during the 1992 re-authorization of the JJDP Act. Title V provides a dedicated source of funds for states in awarding grants to communities for delinquency prevention programs.

Congress has structured the Title V Delinquency Prevention Incentive Grant Program to support units of general local government that have formulated a community-wide comprehensive strategy for addressing the prevention of delinquency. This prevention strategy is based on the assessment of risk factors which research has shown to be associated with the development of delinquent behavior. The assessment process and the development of a comprehensive plan are to be undertaken by a local Prevention Policy Board (PPB) whose membership reflects the cultural, ethnic and economic diversity of the community. See **Appendix A** for more detail about the requirements of the PPB. In addition, Congress requires that in order to be eligible to receive Title V funds, the applicant local unit of government must be found to be in compliance with the core requirements of the JJDP Act. Localities must provide a match (cash or in kind) of 50% of the federal award requested.

JJDP grants are awarded to localities in compliance with the core requirements as “seed” funds for model programs that address an area or areas of need in the juvenile justice system. The areas of need are identified by the analysis of juvenile justice system data.

This year’s Title V grants are to address an area of need that the locality has prioritized through a comprehensive planning process. The Title II grants are to address the needs of young juvenile offenders who are under 14 at the time of adjudication, including those for whom disposition is deferred.

III. Risk and Protective Factors

Part of the analysis of the areas of need includes the identification of the risk and protective factors present in each community. There are risk factors that are known to be associated with delinquent and other problem behaviors. Hawkins and Catalano’s research model identifies those risk factors that are known to be associated with delinquent behavior (**Appendix B**). A reduction in risk factors and/or an increase in protective factors should correspond to changes in behavior that will prevent or interrupt the cycle of penetration into the juvenile justice system for youth and decrease the overall level of crime in the community. For more information on risk and protective factors see DCJS publication “Risk and Protective Factors for Delinquency” (Hanna, 2001), www.dcjs.state.va.us/juvenile/reports/juvenileServicesReport/Sept2001.pdf.

III. Assessing and Addressing Minority Overrepresentation

In Virginia, as is true nationwide, minority children are over-represented at each stage in the juvenile justice system, including arrest, intake, secure detention, and juvenile correctional facilities. African American youth are over-represented throughout the juvenile justice system, relative to their percentage in the juvenile population. They constitute just 23% of the juvenile population, but 40% of intake status offenders, 45% of intake delinquent offenders, 51% of secure detention admissions, and 60% of admissions to juvenile correctional facilities. Thus, as one moves deeper into the juvenile justice system, the percentage of African American youth increases (Hanna & Williams, 2002).

The most effective programs are responsive to the populations that they target. Programs should address the demographics of the community in which they are located. There should be an array of programs to meet the varying needs of juveniles in the community, and they should be accessible to the targeted populations. If any locality that will be served by this initiative has a problem with the overrepresentation of minority youth in the juvenile justice system, the application should include information about how this will be addressed.¹ Demographic data is available on the (DCJS) web site to help determine if a specific locality has a problem with overrepresentation of minority youth: www.dcjs.state.va.us (click Juvenile Services, then click Juvenile Justice System Demographics).

¹ Further information about the overrepresentation of minority youth in Virginia's juvenile justice system can be found in the recent DCJS publication at <http://www.dcjs.state.va.us/juvenile/resources/200209FactSheet.pdf>.

TITLE V AND II GENERAL SUBMISSION REQUIREMENTS AND FUNDING PROHIBITIONS

Projects not conforming to the following general submission requirements will be rejected.

1. Applications must address all key components applicable to the funding source outlined on the following pages to be eligible for consideration.
2. Localities can apply for both Title V and Title II funds. A separate concept paper and separate copies of all forms are required for each application. A separate committee reviews the applications for each funding source. All grants are awarded on a competitive basis.
3. Only units of local government are eligible to apply for JJDP Title V and/or Title II funding assistance. State agencies are not eligible to apply. Private, non-profit agencies may conduct projects only under contract with a local unit of government. Multi-jurisdictional applications will be considered, provided one locality serves as the grant applicant and the governing body of each affected locality submits an endorsement of the project activities and a commitment of participation in the project. A locality can only be represented by a single new Title II and a single new Title V application. A locality may submit a new application either for its own initiative or as part of a multi-jurisdictional initiative, but not both.
4. The chief executive official (city manager or county administrator) of the sponsoring local unit of government must sign the application. All sections of the application pertinent to the proposed project must be completed in full.
5. (Title V only) The comprehensive planning body must have participated in the planning for this project. Evidence of coordination may be in the form of minutes of the planning meeting, a letter of review and comment on the project and on the particular strategy for solving the identified problem. Documentation is required.
6. Projects which accept referrals from any agency, or which make referrals to any agency, must have letters of intent to participate and/or cooperate with the project from the affected agency or agencies. Title II applications must have the endorsement of the Juvenile and Domestic Relations District Court(s) and the Court Services Unit Director(s), as evidenced by letters of support.
7. The requesting agency must assure its willingness to comply with all DCJS requirements for administration, monitoring, reporting, evaluation, and data collection. This includes the Americans with Disabilities Act of 1992, and the JJDP Act of 1974 (PL 98-473). Localities must assure continued compliance with the JJDP Act or have a DCJS-approved corrective action plan.
8. All applicants must comply with the *Code of Virginia* and any standards applicable for projects of the type being requested.
9. JJDP Title V funds can be used only to support juvenile delinquency prevention and early intervention programs. JJDP Title II funds can be used only to support delinquency intervention programs for adjudicated youth who have not yet reached their 14th birthday, except for the assessment of the siblings of young offenders. Offenders who have committed offenses of a sexual nature are excluded from receiving services paid for with these funds.

10. Equipment requests must be clearly justified and directly related to service delivery programs and/or projects.
11. JJDP Act funds will not be made available for programs or activities for which there is already a dedicated source of funding (including local, state, or other federal funds). Examples of this include School Resource Officer programs and services for children who are mandated to receive services from the Comprehensive Services Act (CSA) and/or are eligible for Medicaid.
11. Funds from this grant cannot be used to replace federal, state or local funds that would, in the absence of this grant, be made available for the same purposes (no supplanting).
12. All funding is subject to the availability of federal funds.
13. In addition to a project's implementation and performance, and the availability of funds, a key factor in determining eligibility for continuation funding will be compliance with grant financial and progress reporting requirements. No recipient of funding through this grant program will be considered for subsequent annual allocations if, as of the annual status update due date, any of the required Financial and Progress reports for the current allocation are more than 30 days overdue. For good cause, submitted in writing by the grant recipient, DCJS may waive this provision.
14. Localities out of compliance with any of the four core requirements of the JJDP Act are not eligible to receive Title V funds. Localities out of compliance with the JJDP Act may apply for Title II funds to be used toward achieving compliance with the core requirements of the JJDP Act
15. JJDP Title V and Title II funds cannot be used for:
 - a. construction, renovation, or land acquisitions
 - b. vehicles, weapons and uniforms, or uniform allowances
 - c. delinquency prevention planning
 - d. payment of dues to organizations or federations
 - e. costs for social activities not directly related to the objectives of the proposed project, including food and alcohol for such activities
 - f. office furniture
 - g. costs related to lobbying, political activity; interest costs; honoraria; bonuses; personal calls; alcohol; fines, penalties, law suits or legal fees; contingencies such as pending litigation, possible liabilities, etc.; and contributions and donations.
16. (Title V only) Local matching funds are subject to the same requirements for accounting and expenditure as federal grant funds. These include the certifications and assurances required to be submitted with the grant application and any conditions attached to the grant award. The following DCJS definitions and administrative procedures will apply.
 - a. **Cash Match:** A designated amount of ***non-federal cash*** required to be supplied by the subgrantee for the use of the project in addition to the federal or state grant award amount. This amount will appear as part of the project budget. The cash match must be spent during the period of the grant award. ***Failure to spend the minimum required cash match would reduce the amount of the DCJS grant award proportionally.*** The cash match in the approved budget may not be used to match other federal, state, or local funds. Funds from

other federal sources may not be used as match unless specifically authorized as such by the federal funding source.

- b. **In-Kind Match:** A designated amount of **non-federal** services, supplies or operating expenses (which are assigned a dollar value based on fair market value of the item, or the rate which is normally paid for a service in a particular community) required to be supplied by the subgrantee for the use of the project in addition to the DCJS grant award amount. Some examples of in-kind match are volunteer time², supplies, space and services, all of which have been assigned dollar values. The basis for determining the valuation of in-kind match such as personal services, space, etc. must be documented in the budget narrative of the grant application. The in-kind match must be spent during the period of the grant award. ***Failure to spend the minimum required in-kind match would reduce the amount of the federal grant award proportionally.*** The in-kind match in the approved budget may not be used to match other federal, state or local funds.
17. To ensure program integrity and implementation of any research-based program, applicants are advised to request training and technical assistance from the program developer if model programs are to be replicated. Costs of the training and technical assistance may be included in the program budget submitted. If applicants choose not to seek assistance from the developer, they must specify the steps that they will take to ensure that the program is implemented specifically as designed. If any modifications are anticipated, applicants must discuss and justify them. Modifications that compromise the integrity of the model will not be allowed.
 18. All applications for funding must be submitted on DCJS Forms. One original and three (3) copies are required. For ease of duplication, please do not bind copies.
 19. All concept papers, required attachments, and applications must be received by the specified deadline at DCJS offices located at 805 East Broad Street, 10th Floor, Richmond, Virginia 23219. Responses submitted by fax or electronically will not be accepted. Applications not meeting these deadlines will not be considered.

² Effective July 2002 - June 2003, according to the Virginia Office of Volunteerism, the 2001 Virginia Average Hourly Value of Volunteer Time is \$19.77. Please note: the figure is an estimated value. Contact the Virginia Employment Commission at (804) 786-5881 or by e-mail at smciver@vec.state.va.us for more information.

TITLE V DELINQUENCY PREVENTION INCENTIVE GRANTS INSTRUCTIONS

Purpose

The Title V application kit is being issued to solicit applications for funds to replicate model community-based delinquency prevention programs. Such programs are to be identified through a comprehensive community planning process as being appropriate to addressing the risk factors associated with delinquent behavior in a targeted community. Grants will be awarded on a competitive basis to units of general local government for the provision of direct service model programs designed to prevent juvenile delinquency. Applications must address all key components outlined on the following pages to be eligible for consideration. Localities must provide a match (cash or in kind) of 50% of the federal award requested. If the primary target population is juveniles who have already been adjudicated, including those for whom disposition has been deferred by the juvenile court, please see the Title II section of this application kit.

Program Strategy

The Title V grant program is based on Hawkins and Catalano's research model that identifies those risk factors that are known to be associated with delinquent behavior. Please see **Appendix B** for a matrix of risk factor associated with delinquency. The program seeks to address these factors at the earliest appropriate stage in each child's development. Funds awarded under this program will be used to fund ameliorative services for at-risk children³.

The locality's collaborative board is required to have completed a risk and resource analysis, which includes identified, prioritized violence and delinquency risk factors, and to have developed a delinquency and violence prevention plan that addresses those risks. This information is required to ensure that broad-based prevention planning has been completed and that prioritized risk factors will guide the selection and implementation of a prevention strategy developed within a collaborative environment.

Applicants for Title V funding must clearly identify the risk factors to be addressed by the project and the arena (community, family, school, and individual/peer) in which the activity will take place. Some of the most effective projects include activities in more than one arena. Additionally, the applicant should identify protective factors existing in the community. The applicant should also identify, as fully as possible, characteristics that are descriptive of the at-risk youth population towards which the activities will be targeted.

Program Goal

The goal of this program is to reduce delinquency, youth violence, and substance use by youth by supporting communities in providing their children, families, neighborhoods, and institutions with the knowledge, skills, and opportunities necessary to foster a healthy and nurturing environment and encourage the growth and development of productive and responsible citizens. These knowledge, skills and opportunities will be provided through replication of proven model programs. Today, a substantial body of research exists on the causes and correlates of violence and delinquency. Risk factors and protective factors for violence and delinquency have been identified in many communities, and prevention programs designed to reduce or eliminate risk factors and facilitate protective factors have been implemented.

³ If the target population is adjudicated youth, please see the Title II portion of this application kit.

Eligible programs are described below.

Category A: Pre-Selected Model Programs

Replications of specific model programs, listed below, which have been identified by the DCJS staff. These programs have met established criteria; that is, each addresses relevant risk factors, has been previously evaluated, and has been shown to achieve desired outcomes.

Reviews of prior research have demonstrated that certain types of interventions are more successful than others in creating desirable juvenile delinquency prevention outcomes. Selection of specific programs to reduce identified risk factors while increasing protective factors requires knowledge of a broad range of effective intervention strategies. For collaborative boards engaged in risk-focused prevention efforts, acquiring this knowledge can be problematic in terms of available personnel and time to search the literature for program evaluation information. To assist collaborative boards with this task, DCJS has reviewed model programs for delinquency prevention and has assembled a matrix of programs addressing a variety of risk factors (**Appendix C**). If the risk factors that your community has identified parallel those served by the model, you may choose to implement one of the named model programs. A fact sheet on each pre-selected model is contained in **Appendix D**.

Category B: Other Model Programs

Other model programs not pre-selected by DCJS that indicates convincing evidence of risk reduction and desirable behavior change.

If a locality's prioritized risk factors are not addressed in the matrix, or if you have identified another program that demonstrates evidence of positive impacts (e.g. risk reduction, desired behavioral change, etc.) based on rigorous scientific evaluation methods, you may choose to implement a different model program. However, because such programs have not been previously reviewed by DCJS, it will be necessary for applicants under this category to supply additional justification materials for approval by DCJS. These materials include:

1. An Appendix that describes in detail the evidence of program impact, including citations to publications where impact has been demonstrated; and
2. Information from the program developer that outlines specific details about the target population, the targeted risk factors, and the outcomes that should be expected.

Award Amount and Duration of Grants

Title V funds will not be made available for programs for which there is already a dedicated source of funding in Virginia, for example School Resource Officer programs. All funding is subject to the availability of federal funds. The maximum award of federal funds annually per locality will be \$65,000. Localities must provide a match (cash or in-kind) of 50% of the federal award. The grant period will begin July 1, 2003 and end June 30, 2006. Only one application per locality for new Title V funding will be considered. Funds will be released annually (subject to the availability of federal funds) contingent upon:

1. Submission of an annual status update and budget submission;
2. Satisfactory reporting and performance during previous grant years (see below);

3. Availability of matching funds;
4. Continued compliance with JJDP Act core requirements by the applicant locality; and
5. An approved cost assumption/project continuation plan.

In addition to a project's implementation and performance, and the availability of funds, a key factor in determining eligibility for continuation funding will be compliance with grant financial and progress reporting requirements. **No recipient of funding through this grant program will be considered for subsequent annual allocations if, as of the annual status update due date, any of the required Financial and Progress reports for the current allocation are more than 30 days overdue.** For good cause, submitted in writing by the grant recipient, DCJS may waive this provision.

Training and Technical Assistance

To ensure program integrity and implementation of any research-based program, applicants are advised to request training and technical assistance from the program developer. Applicants are requested to submit evidence that they have contacted the program developer, or his designee, requesting technical assistance. Costs of the training and technical assistance may be included in the program budget submitted. Some of these programs have very high training costs. Applicants are encouraged to weigh the costs of the training with the benefits anticipated for their locality. If applicants choose one of the model programs with a high training cost, they may be expected to contribute some local funds toward the training costs. If applicants choose not to seek assistance from the program developer, they must specify the steps that they will take to ensure that the program is implemented specifically as designed.

TITLE V APPLICATION PROCESS

Eligible Applicants for Title V

This grant application must be submitted by a unit of general local government (city, county, incorporated town). Please see Title V and II General Submission Requirements and Funding Prohibitions, pages 8-10, for additional information.

Step 1:

A. Concept Paper

The first step of the application process is to submit a concept paper. The concept paper (original and three (3) copies) and the enumerated attachments must be received by DCJS on or before **5:00 p.m. on January 31, 2003**. The concept paper should:

1. Identify the planning process by which the community selected the intended project;
2. Identify the model program applied for;
3. Clearly outline the targeted risk factor(s), with supporting evidence for selecting these priority areas from the comprehensive prevention plan (cite the page in the prevention plan that identifies these prioritized risk factors);
4. Provide a brief summary of the intended project;
5. State in general terms the anticipated outcomes from the project; and
6. Briefly discuss the funding needs for the project, including an estimate of the total grant funds needed.

Concept papers are limited to three pages, double-spaced, single sided, in 12-point font and must be signed by the city/county manager or administrator, or by a local or regional governmental agency head.

Several attachments must be submitted along with the concept paper, identified in B through D, below.

B. Comprehensive Delinquency Prevention Plan

The proposed project must meet a need identified in the comprehensive delinquency prevention plan for the locality. The applicant jurisdiction must submit one copy of the jurisdiction's three-year comprehensive community delinquency prevention plan (see **Appendix A** for further requirements of plan). In a multijurisdictional application, all localities affected must submit comprehensive delinquency prevention plans consistent with the requirements further described.

There are many models for community comprehensive delinquency prevention planning. Many other grant funded programs in the Commonwealth of Virginia require a similar plan. These include but are not limited to: Family Preservation Plans; Community Services Boards Prevention Plans; Youth Violence Reduction Plans; and Office on Youth Plans. In some communities these planning requirements have been approached by separate ad-hoc planning efforts. DCJS seeks to be a part of the funding of locality-specific comprehensive plans and not to cause localities to duplicate planning for the purpose of receiving JJDP Title V monies. In light of this agenda, localities may choose their model of prevention planning and submit plans, which are consistent with existing local processes and structures, as long as they comply with the federal requirements, articulated in **Appendix A. Localities whose delinquency prevention plans fail to meet the federal requirements outlined are ineligible to apply⁴.**

C. JJDP Compliance Notice (Page 32)

In order to be eligible to receive Title V funds, localities must be in compliance with the core requirements of the Juvenile Justice and Delinquency Prevention Act. This Compliance Notice, which must be signed by the city manager or county administrator, describes those requirements and the process by which a locality can determine their compliance and assure continued compliance.

D. Prevention Policy Board Roster (Page 33)

Attach the Prevention Policy Board Member Roster.

The deadline for submission of concept papers and accompanying documents is **5:00 p.m. on January 31, 2003. DCJS will not accept faxed or electronically mailed concept papers or accompanying materials.**

Criteria

The JJDP Advisory Committee will invite full applications from jurisdictions based on the following criteria:

- The comprehensiveness of the prevention plan;
- Clear identification of prioritized risk factors from the plan;
- The link between the proposed project and the risk factors prioritized in the prevention plan;
- Compatibility between the chosen program and the specified target population;
- Appropriateness of selected program outcomes;

⁴ DCJS is available to provide technical assistance and support to localities that have not developed or wish to improve their comprehensive delinquency prevention plans. Applicants for Title V funding should review the text of Appendix A for additional detail on the risk-focused delinquency prevention planning process. Localities interested in undertaking the local prevention planning training process are encouraged to notify DCJS. If there is sufficient interest, DCJS will schedule the Risk-Focused Delinquency Prevention Planning training process.

- Description of the proposed project; that is, how the model program will be implemented in the community;
- Ability to leverage existing resources and services, create new sources of support and sustain the activities after the conclusion of grant funding; and
- Community readiness and leadership commitment.

Step 2:

Full Application

Selected applicants will be notified and asked to submit full grant applications. Full applications for selected applicants must be received by DCJS by **5:00 p.m. on March 31, 2003. DCJS will not accept faxed or electronically mailed applications.**

Individual Technical Assistance

Those invited to submit full proposals may contact Laurel Marks of the DCJS Juvenile Services Section, (804) 786-3462, lmarks@dcjs.state.va.us, for technical assistance in the preparation of their full proposals.

Suggested Application Strategy

Applicants are encouraged to read the full application, then complete the logic model format described in Requirement # 8, below, before completing the other requirements of the grant.

Requirements

Full grant applications must include:

1. The DCJS GRANT APPLICATION cover sheet (Form DCJS-1-0198). The chief executive official (county administrator or city manager) of the sponsoring local unit of government must sign this cover sheet.
2. **Planning Process:** Description of the planning process for this application including:
 - a. Roster of the "Prevention Policy Board" (including names, affiliations, addresses);
 - b. How decisions were made regarding the selection of the objective(s), the risk factors to be addressed, the target population, and model program;
 - c. The continuing roles of planning group members after the grant award;
 - d. Participation of the planning group in the evaluation and reporting process.

Letters regarding participation in the planning process; commitment of continued planning group support for the program; and letters committing resources shall be included as an appendix.

3. **History and Coordination of Prevention Resources in the Community:** Description of the history and background of prevention initiatives, including a description of other grant funding received by the locality for prevention purposes, and how Title V grant funding will coordinate with funding from other sources (including Safe & Drug Free Schools and Communities, Truancy and Dropout Prevention, Family Preservation, etc.).
4. **Documentation of Need:** A detailed documentation of need including:
 - a. Issues that are relevant to the prevention plan objectives and the population targeted for the program;
 - b. Information on community, family, school, and individual/peer risk factor data.

5. **Target Population:** Description of the target population including demographics, characteristics, and specific risk and protective factors (strengths/resources) relevant to delinquency prevention. Cite the page(s) of the comprehensive delinquency prevention plan relevant to this request.

6. **Model Program:** Description of the model program chosen. Respond to the appropriate category of programs, as explained on Page 16 of this application kit.

Category A: Pre-Selected Model Programs. Provide the following:

- a. The name of the program;
- b. Process by which fidelity will be maintained in replicating the program; and
- c. Discussion of any anticipated modifications to the chosen program model; modifications that compromise the integrity of the model will not be allowed.

Category B: Other Model Programs. Provide the following:

- a. The name of the model program;
- b. Contact information for program vendors, evaluators, administrators or other parties with detailed knowledge of the program model;
- c. The population(s) the program has been used with previously;
- d. Any preparation or staff training planned prior to implementing the program;
- e. The specific components of the program, including number and length of sessions, description of participants, and extra-program activities;
- f. Specific staff requirements, including knowledge, skills and abilities;
- g. Cultural and ethnic appropriateness of the program for the target population;
- h. Process by which fidelity will be maintained in replicating the program; and
- i. Discussion of any anticipated modifications to the chosen program model; modifications that compromise the integrity of the model will not be allowed.

7. **Implementation:** Implementation plan including:

- a. Names and/or descriptions of all program and evaluation staff/positions of all agencies or groups working with the program. Resumes and job descriptions of all staff shall be included.
- b. Description of the organizational structure supporting the program;
- c. Description of activities for recruiting and retaining program participants; and
- d. The clearly established link between demonstrated local needs and the proposed program.

The detailed work plan (Page 47) listing organizational, programmatic, and evaluation steps, activities, and completion dates shall be included.

8. **Outcomes/Evaluation:**

For the purpose of the application, applicants must describe the basic outcomes anticipated from this program. Applicants must submit a logic model for their proposed program following the attached model, pages 48-52 (see sample for information about how to complete logic model format). The logic model will assist you in identifying the links between your community needs, program activities, and desired outcomes.

All funded grantees will be required to submit an evaluation plan that includes measurable goals and objectives by the end of the first quarter of the grant period. Technical assistance will be provided to all grantees in developing these plans.

9. **Project budget, budget narrative and demonstration of matching funds** (in kind or cash). Please see Title V and II General Submission Requirements and Funding Prohibitions for use of funds. The budget form is available on the DCJS web site in EXCEL, Rich Text Format, or

Portable Document Format. A paper copy of the budget form and instructions are included in this application kit with the application forms.

10. **Additional letters of support**, if appropriate.

11. **Certifications and assurances**, including Certification of Compliance with JJDP Act, signed by the chief executive officer of the local government or state agency (any of these certification forms submitted with the proper signature along with the Concept paper need not be resubmitted). These documents are not included in this application kit but will be sent to localities invited to submit full applications.

Things to Think About in Preparing your Application:

- Is your target community well defined? Do you know exactly where you will focus your Title V resources?
- Is your target community of a manageable size to support the implementation and evaluation of a risk-based prevention program?
- Have you gained the cooperation of all of the potentially important government entities within the boundaries of your target community (e.g., the school districts, town, and county)?
- How might community characteristics influence your prevention efforts and affect the provision of services to families and youth in the target community?
- Have you involved in the Title V Initiative the major racial, cultural, and socioeconomic groups who live in your target community?

The grant application must be received by DCJS **no later than 5:00 p.m., on March 31, 2003**. The application package for first year funding must consist of **one original and three (3) copies** of the grant application. Submissions by fax transmittal and electronic mail will NOT be accepted. Applications should be directed to:

The Department of Criminal Justice Services
Attn: Grants Administration
805 East Broad Street - 10th Floor
Richmond, VA 23219

USE OF FUNDS

Grant funds under the Title V Delinquency Prevention Incentive Grant Program may be used to support the provision of grant-related services to the targeted youth population and their families. See Title V General Submission Requirements and Funding Prohibitions, included in this application kit, for further guidance on use of JJDP grant funds. If the desired target population is youth who have already been adjudicated, including those for whom disposition has been deferred by the juvenile court, please see the Title II guidelines in this application kit.

MATCHING FUNDS

The applicant must provide matching funds equaling 50% of the grant award. The match may be provided in cash or through in-kind support. Matching funds must be from funds provided to, and under the control of, the applicant, and cannot be other federal funds. Applicants must be able to account for all program funds (grant award and match) via a separate budget or program-designated line item(s) within an existing management system. Parameters on the use of funds as noted above apply to the use of matching funds. See Title V General Submission Requirements and Funding Prohibitions for further clarification about matching funds. Localities are requested to only include in

the budget a match of 50% of the federal funds requested. If localities wish to show additional local support, they are directed to Line 7 of the budget, which enables the applicant to demonstrate this additional support. ***Many localities express difficulty in obtaining the requisite match. If you are having difficulty identifying appropriate match, please contact Laurel Marks at (804) 786-3462 or lmarks@dcjs.state.va.us.***

Matching funds are subject to the same requirements for accounting and expenditure as federal grant funds.

Application Forms

NOTICE OF COMPLIANCE REQUIREMENTS FOR JJDP

In order to be eligible to apply for Title V and Title II of the Juvenile Justice and Delinquency Prevention Act, localities must comply with the four JJDP Act core requirements:

1. Deinstitutionalization of status offenders and non-offenders.
2. Separation of adults from juveniles in adult jails and police lockups.
3. The removal of juveniles from jails and police lockups.
4. Minority over-representation in the juvenile justice system.

By signature below, I certify as County/City Administrator that I have received notice of the requirements for participation in the Juvenile Justice and Delinquency Prevention Act Grant Program as established by the Federal Act, guidelines published in the ***Federal Register***.

I understand that on-going compliance with these core requirements is required for continuation of funding.

The requirements 1-3 of the Juvenile Justice and Delinquency Prevention Act are monitored by DCJS in conjunction with the Department of Juvenile Justice and the Department of Corrections through on site monitoring and standards. The Code of Virginia is not in conflict with these JJDP Act provisions.

4. Minority over-representation in the juvenile justice system.

This requirement relates to the disproportionate representation of minorities in secure juvenile confinement facilities (juvenile detention facilities, boot camps and juvenile correctional centers).

In order to be in compliance with this provision of the JJDP Act, the locality should assess the extent to which juveniles are over-represented in confinement statistics. If minority juveniles are not over-represented there are no further requirements on the part of the locality. If minority juveniles are over-represented then the locality should develop a plan for addressing minority over-representation in the juvenile justice system.

At a minimum this plan should:

1. Identify the representation of each minority group over 2% of the population. Compare this percentage against the representation of minority juveniles at each stage of the juvenile justice system to determine whether there is minority over-representation. For communities which were focusing on neighborhoods, further refining the minority over-representation data as it relates to the neighborhood may be helpful.
2. Assess the accessibility of prevention, early intervention programs, and alternatives to incarceration for minority youth.
3. Address cultural competency of service providers and juvenile justice system professionals.
4. Assess the barriers to minority participation in programs.
5. Develop action steps to take to address minority over-representation.

Technical assistance and data support are available from DCJS.

County Administrator/City Manager

Date

PREVENTION POLICY BOARD (PPB)/PLANNING GROUP MEMBERS ROSTER

This roster records information about the members of your community's Prevention Policy Board (PPB) or Title II planning group. You should complete this roster to document the composition of your planning group.

Please note that for Title V, the PPB must have at least 15 and no more than 21 members.

Community Sector	Community Sector	Community Sector
Justice System/Courts (e.g., Juvenile Court, CA's Office, defense bar)	Prevention (e.g., CSB prevention specialist, Office on Youth)	Cultural/Ethnic Groups (e.g., NAACP)
Law Enforcement (e.g., Police or Sheriff's Departments)	Mental Health/Substance Abuse Treatment Providers (e.g., CSB, private vendors)	Existing Task Force (e.g., Prevention 2000)
Education (e.g., Pre-School, Elementary or High School)	Civic/Volunteer Organizations (e.g., Lions Club, Junior League)	Senior Citizens (e.g., AARP, Senior Center)
Youth Serving Organizations (e.g., YMCA, Boys Club)	Media (e.g., TV or Radio Station)	Youth Members (Persons under age 21)
Child Welfare Agencies (e.g., Dept. of Social Services)	Business (e.g., Private Company)	Parents (Parent of Youth)
Religious Organizations (e.g., Church or Synagogue)	Local Government (e.g., Mayor's Office)	Other
Health Services (e.g., Health Department, Hospitals)		

F. Organization (Org.) Type: In Column F, write the appropriate organization type code from the table below to indicate whether the PPB member represents a public agency (PUB), private non-profit organization (PNP), or a private for-profit business (BUS). Use the code "CTZ" if the member is a citizen of the community, not affiliated with any particular organization.

G. Start Date: Enter the date the member joined the board.

Things to Think About When Completing Prevention Policy Board Roster:

- Does your PPB consist of 15 to 21 members, as specified in the Title V Federal Guidelines? (**Title V only**)
- Are community youth and parents involved on the PPB?
- Is there representation by public agencies, private non-profit organizations serving youth and families, and for-profit businesses?
- Does your overall membership reflect the racial, ethnic, and cultural composition of the community's youth population?
- Are there major community sectors that are not represented? Are there community sectors that are overly represented?
- How many community key leaders (e.g., city council member, police chief, school superintendent, etc.) are members?
- Should new recruitment efforts be implemented for the continuation of the project?
- Who should be recruited to the PPB?

PREVENTION POLICY BOARD (PPB)/TITLE II PLANNING GROUP MEMBERS ROSTER

A. #	B. Name	C. Title	D. Organization	E. Community Sector	F. Org.Type	G. Start Date
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						

Grant Application

Department of Criminal Justice Services, 805 East Broad Street, Richmond, Virginia 23219

Grant Program:			
Applicant:			
Applicant Federal ID #:			
Jurisdiction(s) Served:			
Program Title:			
Grant Period:			
Type of Application:	<input type="checkbox"/> New <input type="checkbox"/> Continuation of Grant Number: _____ <input type="checkbox"/> Revision of Grant Number: _____		

	Project Director	Project Administrator	Finance Officer
Name:			
Title:			
Address:			
Phone:			
Fax:			
E-mail:			
Signature of Project Administrator:			
Brief Project Description:			

Project Budget Summary	DCJS Funds		Match
	Federal	General	
Personnel	\$	\$	\$
Consultants	\$	\$	\$
Travel/Subsistence	\$	\$	\$
Equipment	\$	\$	\$
Indirect Costs	\$	\$	\$
Supplies/Other Operating Expenses	\$	\$	\$
Totals:	\$	\$	\$

Grand Total: \$

GRANT APPLICATION FACE SHEET

Instructions for Completing Grant Application/Face Sheet

Grant Program

Indicate that you are applying for JJDP Title V funds.

Applicant Jurisdiction

Insert the official name of the local unit of government or combination of such units.

Jurisdiction(s) Served

List all localities to be served; if statewide, reflect as "statewide."

Program Title

List the specific title of the program for which you are requesting funds.

Grant Period

Grants will be awarded for the period July 1, 2002 through June 30, 2005, with annual allocations. Applicants should anticipate start-up procedures, such as contracting and personnel hiring, which may delay beginning date.

Type of Application

Check the appropriate box. If the application is for a subsequent allocation, indicate the current grant number.

Project Director, Project Administrator, and Finance Officer

Project Director - The person who will have day-to-day responsibility for managing the project.

Project Administrator - The person who has authority to formally commit the locality to complying with all the terms of the grant application including the provision of cash match. This **must** be the city, county or town manager. If someone other than the manager or chief elected officer has been delegated the authority to sign, and signs the grant application, include a copy of the letter, memorandum or other document by which the signing authority was delegated.

Finance Officer - The person who will be responsible for fiscal management of the funds.

It is extremely important that you provide fax and voice telephone numbers and, if possible, e-mail addresses for each person.

Brief Project Description

A short description of the proposed project that the application represents.

Project Budget Summary

Total figures from "Itemized Budget."

ITEMIZED BUDGET

1. Personnel/Employees				DCJS FUNDS		APPLICANT MATCH		TOTAL
a. Names of Employees	Position Titles	Annual Salary Rate	Hours Devoted	FEDERAL	STATE	CASH	IN-KIND	
TOTAL:								
b. Fringe Benefits								
FICA % =								
Retirement =								
Other (itemize) =								
TOTAL:								
TOTAL PERSONNEL (a + b):								

2. Consultants (including Travel and Subsistence)

a. Individual Consultants				
Type:				
Hours Devoted:				
TOTAL:				
b. Organizations and Associations				
Type:				
Fee:				
Time Devoted:				
TOTAL:				
c. Consultants' Subsistence and Travel				
Number of Days:				
Rate/Day:				
TOTAL:				
TOTAL CONSULTANTS (a + b + c)				

3. Travel and Subsistence for Project Personnel

a. Local Mileage _____ X _____ per mile				
b. Non-local Miles _____ X _____ per mile				
c. Subsistence _____ days X _____ per day				
d. Air or other fares _____				
TOTAL TRAVEL:				

ITEMIZED BUDGET (Continued)

4. Equipment				DCJS FUNDS		APPLICANT MATCH		TOTAL
Type	Quantity	Unit Price	Purchase or Rental	FEDERAL	STATE	CASH	IN-KIND	
TOTAL EQUIPMENT:								

5. Supplies and Other Expenses

Type	Quantity	Price					
TOTAL SUPPLIES AND OTHER:							

6. Indirect Cost

TOTAL INDIRECT COST:							

GRAND TOTAL:

--	--	--	--	--

7. Cash Funds

Cash funds from sources other than grant program supporting this project - (itemize). (Do not add to requested Project Budget Summary accounts.)				
TOTAL:				

BUDGET AND BUDGET NARRATIVE FUNDS REQUIRED FOR YOUR PROPOSAL

Thoroughly explain the reason for each requested budget item and the way its cost was determined. DCJS wishes to encourage frugality to the extent possible without affecting program quality. Applicants are encouraged to utilize existing personnel and volunteers to support paid staff or consultants and to request a minimum of non-local travel. **Budget items and costs not thoroughly justified and explained will be deleted from the budget.**

In completing the grant application, applicants for Title V funds should show their match contributions in the "Subgrantee Match" column. Federal funds should be shown in the "DCJS Funds Federal" column.

1. **Personnel/Employees**

- a. **For salaries**, list each position by name of employee (if available) and title. Show the annual salary rate for the employee and the hours of time to be devoted to the project by the employee. Job descriptions and qualifications of staff should be included in the appendix material. The amount requested should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full-time? Are salary scales consistent with similar state or local wage scales? Recommended qualifications include: knowledge of local services, prior relevant work experience, knowledge of law and administrative policies relevant to job duties, and prior relevant academic training. Workload must justify creating full-time positions.
- b. **For employee benefits**, indicate each type of benefit included, the rate at which benefits are calculated, and the total cost allowable to employees assigned to the project.

2. **Consultants:**

- a. **For individuals to be reimbursed for services on a fee basis**, list each type of consultant or service (with numbers in each category and names of major consultants when available), the proposed daily fee rate, and the amount of time to be devoted to such services. **Individual consultant rates may not exceed \$450.00 per day.** A fee of \$450 per day will not be automatically authorized. Documentation must show that the fee requested is at or below the consultant's usual and customary fee before approval will be given.
- b. **For organizations, including professional associations and educational institutions, performing professional services**, indicate type of services being performed and the estimated contract price.
- c. **Travel and subsistence.** Estimate actual costs. These must be reasonable and adhere to the subgrantee's established travel policy.

Requests for consultants will be very carefully screened. Only when it can be clearly justified that the use of outside consultants will significantly and permanently enhance project effectiveness will consultant fees be approved.

3. **Travel:**
Itemize total travel expenses of project personnel by local mileage, non-local mileage, and subsistence. Subgrantees may follow their own established travel rates if they have established travel policy. If a subgrantee does not have an established policy, then he/she must adhere to state travel policy. Transportation costs, such as air and rail fares, greater than coach rates will not be approved. The narrative should explain relevance of the proposed travel to job duties.
4. **Equipment:**
Equipment purchases must be directly associated with service delivery. Each item to be purchased must be separately listed with unit cost. Each item to be leased or rented must be separately listed with the cost associated with the lease or rental. Vehicles, weapons, uniforms, general office equipment and furnishings will be disallowed. The budget narrative must thoroughly explain the relevance and importance of each item to the project. Items not thoroughly justified will be deleted.
5. **Supplies and Other Operating Expenses:**
All costs should be itemized within this category by major types (i.e., office supplies, training materials, research forms, telephone, postage) and show basis for computation ("X" dollars per month for office supplies; "Y" dollars per person for training materials, etc.).
6. **Indirect Costs:**
These are costs that cannot be assigned to a particular category but are necessary to the operation of the organization and the performance of the project. Indirect costs will only be approved if the applicant has an approved indirect costs rate from a cognizant federal agency. A copy of that approval must be submitted with the grant application.
7. **Construction/Remodeling:**
These are not allowable expense under JJDP funded grants.
8. **Cash Funds from Sources Other than Grant Program Supporting this Project:**
This item is included to permit those applicants wishing to do so to show any additional support which they may be providing to the proposed project, beyond the funds (both DCJS and match, if applicable) actually applied for in the grant application budget. Funds shown in this item are not governed by the terms, conditions and assurances that apply to the grant award. List the source and amount of cash, other than any required matching funds, which will help support this project.

PROGRAM WORKPLAN

PROGRAM
CATEGORY _____

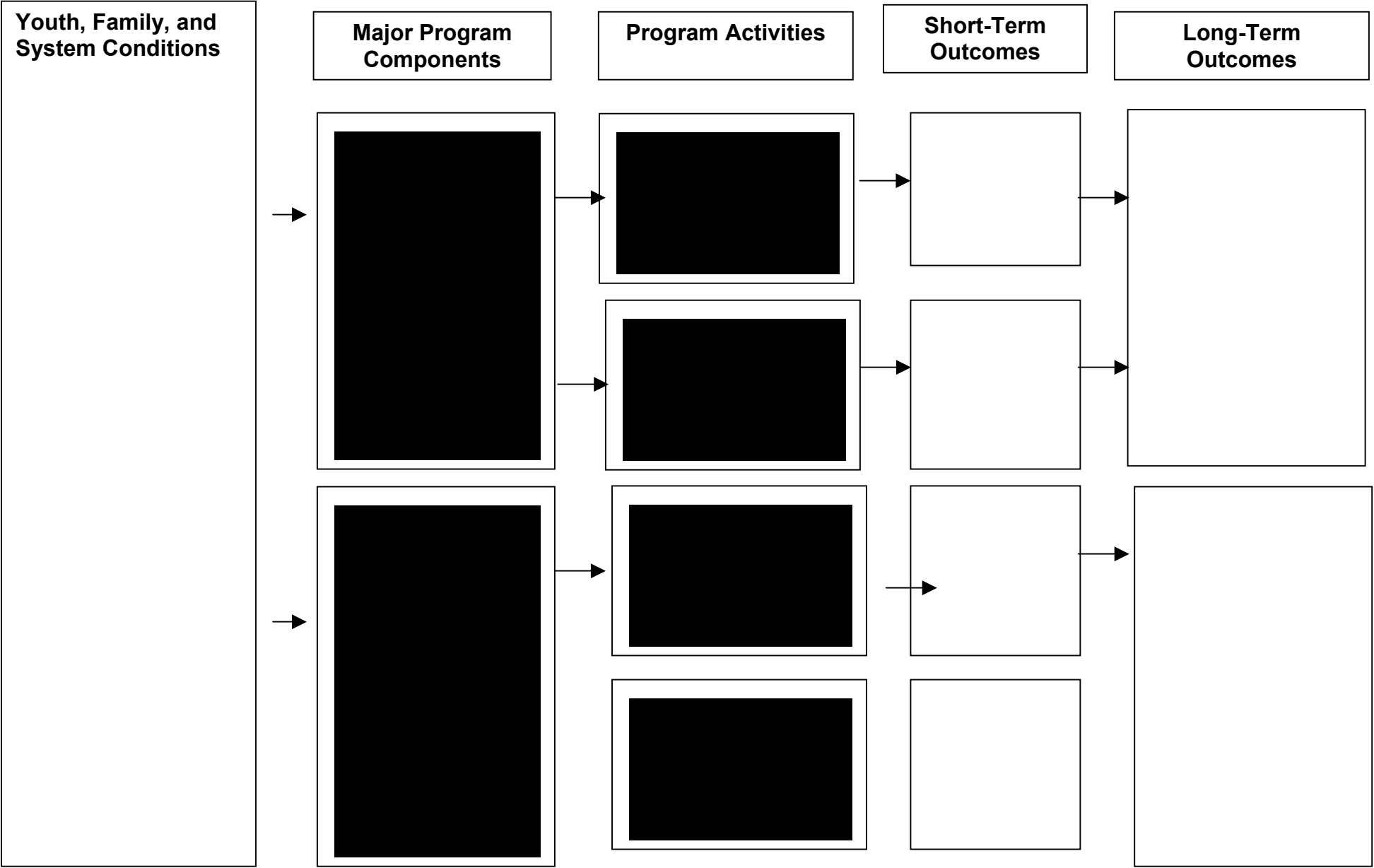
DATE _____

LOCALITY _____

OBJECTIVE-ACTIVITY	PLANNED		ACTUAL		DOCUMENTATION
	BEGIN	END	BEGIN	END	

LOGIC MODEL PROGRAM PLANNING TOOL

Program:
Target Population:



What is a Logic Model?

A program logic model is simply a description of how your program works that links outcomes (both short- and long-term) with program activities and the theoretical assumptions/principles of the program. The logic model essentially provides a roadmap of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved. The benefits of developing and using a logic model are many. First, it is useful for the purposes of designing your program. The process of creating a logic model will clarify your thinking about the program, how it is intended to work, and what adaptations may need to be made once the program is operational. Second, the logic model provides a great framework from which to conduct on-going evaluation of the program. It allows identification of outcomes (both short- and long-term) that are expected given the types of program components and activities that are implemented. Finally, there is value in the process of developing the logic model. The logic model itself provides a focal point for discussion among stakeholders, requiring them to work together to identify the various components of the model and to think about expected outcomes. It is useful for explaining the program to others and creates a sense of ownership among the stakeholders.

A logic model typically includes the following components: 1) youth, family, and system conditions; 2) major program components; 3) program activities; 4) short-term outcomes, and 5) long-term outcomes. Each of these components is described in greater detail below.

Youth, Family, and System Conditions – The first step in developing a logic model includes identifying the specific youth, family, and system conditions that exist within the community that your program will target. This identification process will likely take place during development of a comprehensive community plan that might include results from a formal community needs assessment, official sources of data (i.e., juvenile crime rate, teen pregnancy rate), results from school-based surveys (i.e., substance abuse surveys), or any other sources of available information related to a particular community need or risk factor. This identification process should also include an assessment of what types of programs already exist within the community, what types of programs should exist based on best practice, what types of human and financial resources are available to impact the identified problem, what resources can be applied for, what types of community partnerships or collaboration exist within the community, and what partnerships need to be developed in order to adequately address the identified need.

Major Program Components – Major program components are closely related groups of activities in a program. For example, a family therapy program might include a family component as well as an individual component. Activities that make up the family component might include family counseling and family “fun” activities. Activities that make up the individual component of the program might include individual counseling and social skills training. Another example might be a program that includes an anger management component, a life skills component, and an employment skills component. Activities that make up the anger management component might include individual counseling, family counseling, and anger management skills development. Activities that make up the life skills component might include social skills training and communication skills training. Activities that make up the employment skills component might include resume writing workshops, computer skills workshops, and an internship. If a “model” program is being implemented, the components should match those of the “model” program as closely as possible.

Program Activities – Activities are the services a program provides for its participants. Activities are the means through which the desired outcomes will be achieved. Examples of program activities include family counseling sessions, recreational activities, tutoring sessions, and parenting classes.

Short-Term Outcomes – Short-term outcomes are benefits or changes for program participants that occur immediately, either during program participation or at the time of program completion. Short-term outcomes should flow logically from the precipitating activity, be relevant to the program's overall goal, be reasonable to achieve, and represent achievements or improvements on the part of program participants. Examples of short-term outcomes include: 1) parents in parenting classes will increase knowledge of parenting skills at the end of program participation and 2) youth participating in a drop-out prevention program will improve school attendance while enrolled in the program.

Long-Term Outcomes – Long-term outcomes are those benefits or changes that occur for program participants over an extended period of time after program participation has concluded. Long-term outcomes have a logical connection to short-term outcomes. Data to demonstrate achievement of long-term outcomes are typically collected during a follow-up period with program participants. Examples of long-term outcomes include: 1) parents completing parenting classes demonstrate improved parenting skills, including ability to supervise and discipline their children, six months after program completion and 2) youth completing a drop-out prevention program stay in school and graduate. Long-term outcomes could also be community-wide benefits from program implementation including reductions in crime rates, teen pregnancy rates, and substance use among youth.

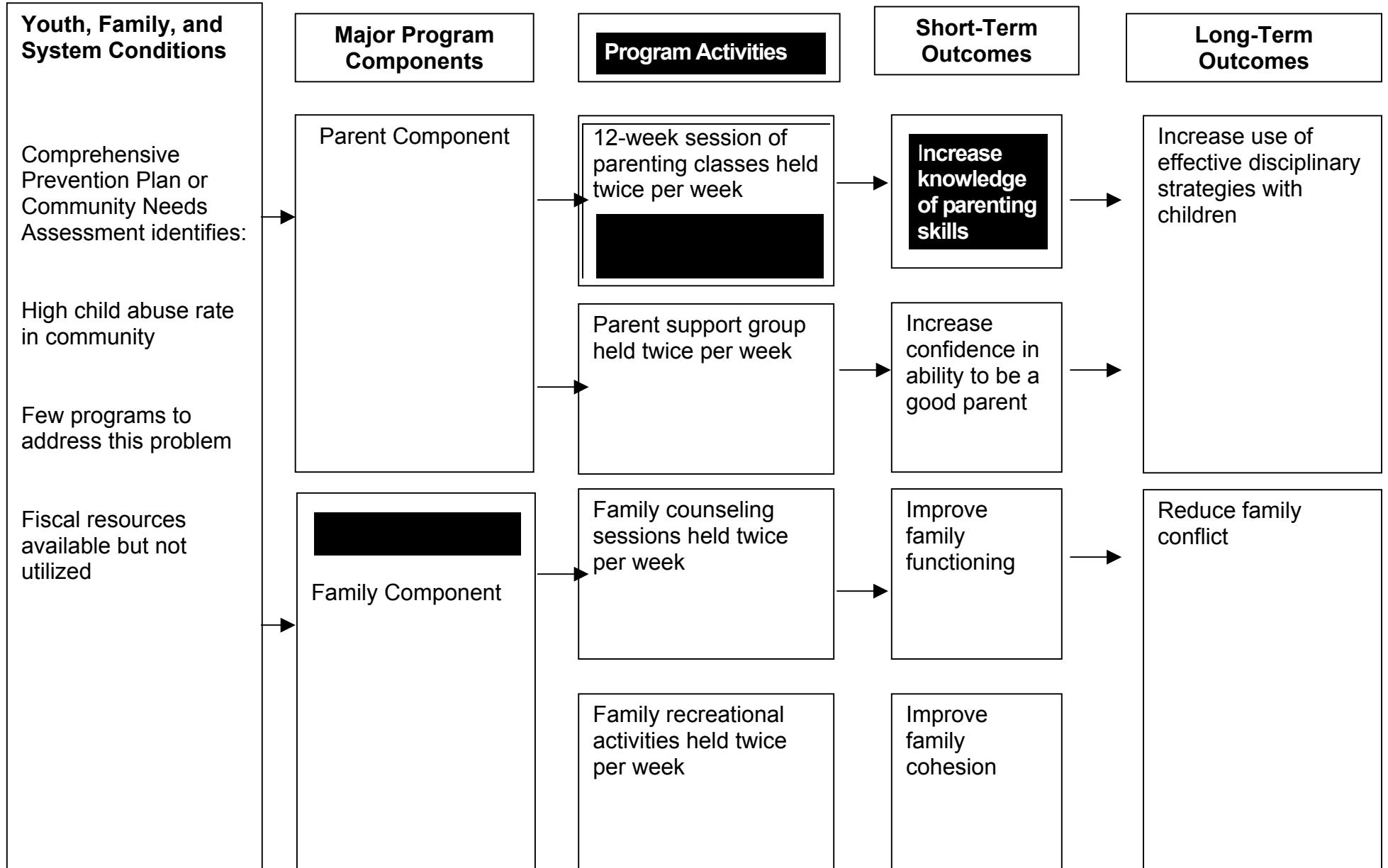
LOGIC MODEL PROGRAM PLANNING TOOL – SAMPLE

(Please note:

all programs will have multiple components; this sample outlines two components that may or may not be relevant to your selected program/)

Program:

Target Population:



DEPARTMENT OF CRIMINAL JUSTICE SERVICES

In order to answer general questions regarding grant applications, a technical assistance workshop is planned for December 16, 2002. If you have questions while preparing your grant application, DCJS staff members are available for technical assistance. Below are the names, telephone numbers, and e-mail addresses of staff members who can assist you.

Title V - JJDP - Delinquency Prevention Grants

Laurel Marks, Juvenile Justice Program Analyst
(804) 786-3462
lmarks@dcjs.state.va.us

Title II - JJDP - Delinquency Prevention Grants

Nancy Bacot, Juvenile Justice Program Analyst
(804) 225-4862
nbacot@dcjs.state.va.us

Financial Questions

Bill Dodd, Grants Administrative Supervisor
(804) 371-0638
bdodd@dcjs.state.va.us

Application Forms/Workshop Registration

Brenda Lawson, Administrative Secretary
(804) 786-3469
blawson@dcjs.state.va.us

Appendix A

Risk-Focused Delinquency Prevention Planning

RISK-FOCUSED DELINQUENCY PREVENTION PLANNING

The demand for effective violence and delinquency prevention programs has never been greater. To date, many of the resources committed to the prevention of youth violence and delinquency have been invested in untested programs with little or no evaluation. Today, a substantial body of research exists on the causes and correlates of violence and delinquency. Risk factors and protective factors for violence and delinquency have been identified in many communities and prevention programs designed to reduce or eliminate risk factors and facilitate protective factors have been implemented.

Risk Factors

Research conducted over the past half century has clearly documented a number of risk factors that increase the likelihood of adolescent problem behaviors. These risk factors are present in four general arenas or areas of each child's environment: the community, the family, the school, and the individual/peer.

Protective Factors

To counter these risk factors, protective factors must be introduced. Protective factors are qualities or conditions that moderate a juvenile's exposure to risk. By increasing the influence of protective factors, we can reduce the impact of risk factors during the course of children's development. In essence, this approach causes us to focus on the factors that promote the positive and pro-social development of all children.

Research indicates that protective factors fall into three basic categories:

1. Individual characteristics such as resilient temperament and a positive social orientation;
2. Bonding with pro-social family members, teachers, adults, and friends; and
3. Healthy beliefs and clear standards within the family, school, and community.

Risk Assessment

The risk-focused prevention approach calls on communities to identify the risk factors to which their children, youth and families are exposed. Risk-focused delinquency prevention provides communities with a conceptual framework for prioritizing the risk factors in their community, assessing how their current resources are being used, identifying resources which are needed, and choosing specific programs and strategies that directly address those risk factors through the enhancement of protective factors.

Another key component of this approach is the coordination and use of existing programs and resources. A community-wide prevention strategy must inventory available state, local, private, and federal resources and develop vehicles for making these resources and programs readily accessible to children and families in need.

Every community is unique and with different risk and protective factors. What might be successful in reducing juvenile crime in one community might not make an impact in another. It is necessary for each community to conduct an assessment of the risk factors for adolescent problem behaviors and the resources available in their own community.

The goal of such an assessment is to develop a coherent portrait of the community with regard to the levels of risk within various populations and groups. Communities also need to gather information on prevention programs and activities that are currently being offered in order to assess their effectiveness in reducing critical risks and their appropriateness to the community's specific needs and resources.

Community Preparation

This task is not one that can be easily or quickly accomplished. A successful outcome is as dependent on the establishment of an effective community planning process as it is on implementation of a sound prevention program. For this reason, communities that have not already completed a comprehensive community plan should withhold an application for Title V funding until the planning process has been fully implemented. Title V funds will be available annually (subject to federal appropriations) and it is anticipated that new grant awards will be made during each new grant cycle. DCJS makes risk-focused delinquency prevention planning training available annually if there is sufficient interest to localities which have not yet undergone a thorough planning process. Please contact Laurel Marks if you are interested in learning more about this training.

Communities are also encouraged to enhance and take advantage of community needs assessments already underway or completed by other existing and relevant multi-agency or community-wide planning groups. Examples of these planning groups include but are not limited to: Community Policy and Management Teams (CPMT); Drug-Free Schools and Community Planning Teams; Community Criminal Justice Boards (CCJBs); Department of Health-Part H activities; Office On Youth Boards/Commissions; Enterprise Zone/Economic Community Planning groups; and District Planning Commissions.

Commitment by Key Community Leaders

Key leaders include those elected or appointed officials within a community such as mayors, city/county executives, supervisors or council members, police chiefs, judges, school superintendents, etc. Key leaders may also include business, civic or religious community leaders. The involvement of these leaders is essential in that they have the status and authority to launch and to support the continuation of community prevention activities. Their leadership, approval and support are critical to the long-term success of programs. Their positions afford the opportunity for strengthening current policies that support prevention activities or for fostering new directions more favorable to a community-wide prevention initiative.

For these reasons it is essential that key leaders be involved at the earliest stages of the community planning process and that they be integrally involved in the ongoing development of the prevention plan and related program activities. As such, commitment by key leaders should be evidenced through their individual or collective actions that demonstrate support for, and involvement in, the mobilization of resources for prevention initiatives within the community. This may take the form of policy directions, allocation of fiscal or human resources, establishment of youth or family-oriented prevention planning bodies, direct participation in planning or direct-service program activities, or similar demonstrable actions. In addition to letters of support from key leaders for the proposed grant activity, the assessment of community readiness (see Three-Year Plan below) should document demonstrable forms of key leader commitment.

Designation of a "Prevention Policy Board"

Each unit of local government applying for Title V funding must designate or form a local "Prevention Policy Board" (PPB) composed of between 15 and 21 members who reflect the racial, cultural, ethnic and economic diversity of the community. In your local community the local oversight group may be called something different (e.g., the "Juvenile Delinquency Prevention Task Force" or a "Steering Committee"), but PPB is used throughout this application to signify this required Title V oversight body. Members must represent a balance of public agencies, private nonprofit organizations serving children, youth and families, and business and industry. Agency and organizational representation should include education, juvenile justice, law enforcement, child welfare/protective services, health,

mental health and housing. Representation should also encompass employment services, recreation programs, prosecutors and defense attorneys, private business and manufacturing, civic and religious leaders, neighborhood associations, and parent, family, and youth groups. The applicant should also assure that the PPB, to the extent possible, contains one or more members under the age of twenty-one and one or more parents or guardians with children who have had contact or are at risk of contact with the juvenile justice system.

A specific local agency or entity must have responsibility for support of the PPB. This entity must be:

1. Authorized through formal action of the local governing body to undertake local planning and administrative functions related to the coordination of services for youth and families; and
2. Accountable to the local governing body and have access to the governing body in reporting on its planning, administration, fiscal and evaluation activities.

The role of the PPB will be to provide general oversight for developing the plan, approve the plan prior to submission to the State, and make recommendations to the responsible local agency or entity for the distribution of funds and evaluation of funded activities.

Consistent with Federal intent to maximize the use of existing community resources, communities in Virginia are encouraged to integrate the Title V planning and administrative functions into existing youth and family-focused planning and administrative structures rather than creating a separate and specialized delinquency prevention policy-level board. To this end, it is desirable that existing agencies or entities organized in accordance with the two criteria listed above utilize, to the extent possible, existing planning bodies and existing community plans. It is anticipated that some adjustments in the membership of these existing planning bodies may be necessary and that existing plans may require modifications in order to more fully address the criteria listed below. In such instances, the applicant should include a narrative explanation of the steps to be taken and the time frame required to achieve compliance with the criteria.

Submission of a Comprehensive Three Year Plan

There are many models for community comprehensive delinquency prevention planning. Many other grant funded programs in the Commonwealth of Virginia require a similar plan. These include, but are not limited to: Family Preservation Plans, Community Services Prevention Plans, Youth Violence Reduction Plans, and Office on Youth Plans. In some communities these planning requirements have been approached by separate, ad-hoc planning efforts. The intent of DCJS is to assist communities in developing a comprehensive long-term approach to prevention and early intervention services. DCJS seeks to be a part of the funding of locality-specific comprehensive plans and not to cause localities to duplicate planning for the purpose of receiving JJDP Title V monies. In light of this agenda, localities may choose their model of prevention planning and submit plans which are consistent with existing local processes and structures, as long as they meet the federal requirements.

DCJS is available to provide technical assistance and support to localities that have not developed or wish to improve their comprehensive delinquency prevention plans.

The community's risk-focused comprehensive delinquency prevention plan must cover no less than a three-year period. The plan must, at a minimum, contain the following elements:

- a. The designation or formation of a local Prevention Policy Board (PPB) consisting of no fewer than 15 and no more than 21 members from the community, representing a balance of public agencies, private nonprofit organizations serving children, youth, and families, and business and industry. Such agencies and organizations may include education, health and mental health, juvenile justice, child welfare, employment, parent, family, and youth associations, law enforcement, religion, recreation, child protective services, public defenders, prosecutors, and private manufacturing and service sectors. The applicant should also assure that the PPB, to the extent possible, contains one or more members under the age of twenty-one, one or more parents or guardians with children who have had contact or are at risk of having contact with the juvenile justice system, and an overall membership that generally reflects the racial, ethnic, and cultural composition of the community's youth population. A specific local agency or entity must have responsibility for support of the PPB;
- b. Evidence of commitment of key community leaders to supporting a comprehensive, delinquency prevention effort. Key leaders may include public and private individuals in key leadership and policy positions who are instrumental in effecting policy changes, controlling resources, and mobilizing the community;
- c. Definition of the boundaries of the program's neighborhood or community;
- d. An assessment of the readiness of the community or neighborhood to adopt a comprehensive delinquency prevention strategy;
- e. An assessment of the prevalence of specific, identified delinquency risk factors in the community, including the establishment of baseline data for the risk factors. The assessment of risk factors must result in a list of priority risk factors to be addressed, as determined and approved by the PPB;
- f. Identification of available resources and promising approaches, including Federal, State, local, and private, and a description of how they address identified risk factors, and an assessment of gaps in needed resources and a description of how to address them;
- g. A strategy, including goals, objectives, and a timetable, for mobilizing the community to assume responsibility for delinquency prevention. This should include ways of involving the private nonprofit and business sectors in delinquency prevention activities;
- h. A strategy, including goals, objectives, and a timetable, for obtaining and coordinating identified resources which will implement the promising approaches that address the priority risk factors. This strategy must include a plan for the coordination of services for at-risk youth and their families;
- i. A description of how awarded funds and matching resources will be used to accomplish stated goals and objectives by purchasing of services and goods and leveraging other resources. This should include a budget which lists planned expenditures;
- j. A description of how the PPB will provide general oversight for developing the plan, approve the plan prior to submission to the State, and make recommendations to the responsible local agency for the distribution of funds and evaluation of funded activities;
- k. A plan for collecting data for the measurement of performance and outcome of project activities.

Appendix B

Risk Factor Matrix

Risk Factors

Adolescent Problem Behaviors

Community

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Availability of Drugs	●				●
Availability of Firearms		●			●
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	●	●			●
Media Portrayals of Violence					●
Transitions and Mobility	●	●		●	
Low Neighborhood Attachment and Community Disorganization	●	●			●
Extreme Economic Deprivation	●	●	●	●	●

Family

Family History of the Problem Behavior	●	●	●	●	●
Family Management Problems	●	●	●	●	●
Family Conflict	●	●	●	●	●
Favorable Parental Attitudes and Involvement in the Problem Behavior	●	●			●

School

Academic Failure Beginning in Late Elementary School	●	●	●	●	●
Lack of Commitment to School	●	●	●	●	●

Peer and Individual

Early and Persistent Antisocial Behavior	●	●	●	●	●
Rebelliousness	●	●		●	
Friends Who Engage in the Problem Behavior	●	●	●	●	●
Favorable Attitudes toward the Problem Behavior	●	●	●	●	
Early Initiation of the Problem Behavior	●	●	●	●	●
Constitutional Factors	●	●			●

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Appendix C

Pre-Selected Program Matrix

Program Name	Recognition	Program Type	Target Population	Risk Factors	Expected Outcomes
All Stars	SAMHSA Model	Classroom and School Intervention	Middle school age adolescents (11 to 14 years old)	Friends Who Engage in the Problem Behavior (substance use, violence, and sexual activity) Early Initiation of the Problem Behavior (substance use, violence, and sexual activity)	Improvements in identified risk and protective factors Reduction in substance use Delay in the onset of sexual activity
Bullying Prevention Program	Blueprints Model SAMHSA Model CSPV Model	Classroom and School Intervention	Students in elementary, middle, and high schools	Favorable Attitudes Toward the Problem Behavior (bullying) Early Initiation of the Problem Behavior (bullying) Community Laws and Norms Favorable to the Problem Behavior (bullying)	Reduction in reports of bullying and victimization Reduction in reports of general anti-social behavior such as fighting, vandalism, theft and truancy Improvement in the social climate of the class More positive social relationships in school More positive attitude toward schoolwork and school
Early Risers Skills for Success	SAMHSA Model	Family Skills Training	Elementary school children (6 to 10 years old) at high risk for early development of conduct problems, including substance use	Family Conflict Family Management Problems Early Initiation of the Problem Behavior Academic Failure Extreme Economic and Social Deprivation Family History of High Risk Behavior	Improved academic achievement Improved self-regulation (behavior and impulse control) Improved social skills and social adaptability Improved parenting
Functional Family Therapy	Blueprints Model OJJDP Exemplary I CSPV Model	Family Therapy	Youth aged 11-18 at risk and/or presenting with delinquency, violence, substance use, Conduct Disorder, ODD, or Disruptive Behavior Disorder	Family Conflict Family Management Problems Early Initiation of the Problem Behavior	Improved family communication, family management practices, and parenting skills Decreased acting out behavior in youth

Program Name	Recognition	Program Type	Target Population	Risk Factors	Expected Outcomes
The Incredible Years Series	Blueprints Model OJJDP Exemplary	Classroom and School Intervention	Youth ages 2-8 presenting with conduct problems (having high rates of aggression, defiance, oppositional and impulsive behavior), their parents and teachers	Early and Persistent Anti-Social Behavior Early Initiation of the Problem Behavior Family Management Problems	Increased parental positive affective response, use of effective parental limit setting and using non-violent discipline, parental self-confidence, positive family communication and problem-solving, involvement with school, reduced parental depression Improved child conduct at home and school, problem-solving skills, social competence, and conflict management strategies with peers Decreased use of criticism and harsh discipline in classroom by teachers
Promoting Alternative Thinking Strategies (PATHS)	Blueprints Model SAMHSA Model CSVP Model	Classroom and School Intervention	All children in Kindergarten through Grade 5 within a school	Early and Persistent Anti-Social Behavior Early Initiation of the Problem Behavior	Improvements in ability to tolerate frustration, self-control, understanding of emotions Decreased conduct problems at school and home Decreased symptoms of sadness and depression
Reconnecting Youth	SAMHSA Model NIDA Programs That Work	Classroom and School Intervention	Youth in grades nine through twelve (ages 14 through 18) who are at risk for school dropout (defined as having fewer than the average number of credits earned for their grade level, having high absenteeism, showing a significant drop in grades, or having a history of dropping out of school).	Early and Persistent Anti-Social Behavior Academic Failure Lack of Commitment to School Early Initiation of the Problem Behavior (violence, substance use) Family Conflict Family Management Problems Friends Who Engage in the Problem Behavior Alienation and Rebelliousness	Increased school performance (grades, better attendance, more credits earned) Decreased dropping out Decreased drug involvement Decreased suicidal behaviors, anxiety, stress, depression, and aggression
Responding in Peaceful and Positive Ways	SAMHSA Model	Family Skills Training	Entire student population at a middle or junior high school	Community (School-wide) Laws and Norms Favorable to Problem Behaviors Early Initiation of Problem Behavior Friends Who Engage in the Problem Behavior	Less disciplinary violations at school Lower rates of fight-related injuries school-wide Improved attitudes toward nonviolence Decreases in anxiety Improved knowledge of areas covered by curriculum

Program Name	Recognition	Program Type	Target Population	Risk Factors	Expected Outcomes
Strengthening Families Program	OJJDP Exemplary I SAMHSA Model	Family Skills Training	Youth ages 6-12 years and their families	Family Conflict Family Management Problems Early Initiation of the Problem Behavior Friends Who Engage in the Problem Behavior	Decreased anti-social behaviors, conduct disorders, and aggression Improved children's social and life skills Improved family relationships Improved parenting skills
Strengthening Families Program: For Parents and Youth 10-14	OJJDP Exemplary II	Family Skills Training	Youth ages 10-14 and their families	Family Management Problems Friends Who Engage in the Problem Behavior Early Initiation of the Problem Behavior	Improved parenting behaviors Improved peer resistance skills and reduction in affiliations with anti-social peers Lower probabilities of initiating any type of substance use between seventh and eight grades Lower proportions of 10 th graders reporting lifetime use of alcohol, tobacco, and marijuana Lower rates of growth in alcohol initiation, through the 10 th grade Lower past month frequency of cigarette use in the 10 th grade
Students Managing Anger and Resolution Together (SMART)	SAMHSA Model U.S. Department of Education Promising Program	Classroom and School Intervention	Students in grades 6 through 9 (ages 11 to 15)	Friends Who Engage in the Problem Behavior (violence) Early Initiation of the Problem Behavior (violence) Favorable Attitudes Toward the Problem Behavior (violence)	Increased knowledge of how behaviors can escalate conflict Improved self-reported behavior and intention to use non-violent strategies Improved reporting of never getting in trouble at home, school, and in the community Reduced beliefs supporting the use of violence Improved conflict resolution skills

Appendix D

Fact Sheets on Pre-Selected Programs

All Stars Program

Recognition

SAMHSA Model Program

Brief Program Description

All Stars is a school- or community-based program designed to delay and prevent high-risk behaviors including substance use, violence, and premature sexual activity by fostering development of positive personal characteristics. The program involves between 9 and 13 45-minute classroom lessons during the first year and 7 to 8 45-minute classroom booster lessons in its second year. The program works to strengthen five specific qualities: 1) developing positive ideals and future aspirations; 2) establishing positive norms; 3) building strong personal commitments; 4) promoting bonding with school and community organizations; and 5) promoting positive parental attentiveness. It is available in formats for delivery in schools as part of regular classroom instruction (teacher format) and in after-school and community-based organizations and programs (specialist format). Parents and important adults participate through homework assignments. Parents also participate in a separate training meeting and receive an audio CD that presents seven strategies for positive parenting.

Target Population

Middle school age adolescents (11 to 14 years old)

Target Risk Factors

Friends Who Engage in the Problem Behavior (substance use, violence, and sexual activity)

Early Initiation of the Problem Behavior (substance use, violence, and sexual activity)

Outcomes or Demonstrated Results

Improvements in identified risk and protective factors

Reduction in substance use

Delay in the onset of sexual activity

Recommended Staff

School teaching staff (teacher format) or prevention professionals from community prevention agencies who visit schools or organizations as outside experts.

Training Requirements and Costs

A two-day training session, provided by Tanglewood Research staff and authorized trainers, is highly recommended for teachers and anyone who plans to deliver the program. Additionally, teachers who have run the program report that continued training significantly boosts program effectiveness. On-site training for groups up to 20 is \$3,000.00, not including travel and per diem expenses of the trainer. For individuals who wish to be trained by joining planned training sessions, the cost is \$250.00. This cost does not include travel and per diem expenses of the training participant.

In addition to the training, the following materials are required and can be purchased directly from Tanglewood Research:

Core Program Facilitator Guide (Manual plus required teaching materials) \$165.00

Core Program Facilitator Guide (Manual only) \$100.00

Booster Program Facilitator Guide \$35.00

Student materials \$175.00 for 25 students in school setting or \$140.00 for 20 students in community setting

Implementation Essentials

This program requires significant on-going support from school administration, teachers, and staff if implemented in the school setting.

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Bullying Prevention Program

Recognition

Blueprints Model Program
SAMHSA Model Program
Center for the Study of Violence Prevention Model Program

Brief Program Description

A universal intervention for the reduction and prevention of bully and victim problems that includes school-wide, classroom, and individual components. School-wide components include the administration of a questionnaire to assess the nature and prevalence of bullying at each school; a school conference day to discuss bullying at school and plan interventions; formation of a Bullying Prevention Coordinating Committee to coordinate the program; and increased supervision of students at “hot spots” for bullying. The classroom component includes establishing and enforcing class rules against bullying and holding regular class meetings with students. The individual component includes interventions with children identified as bullies and victims and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals.

Target Population

Entire elementary, middle, or high school student population (ages 6-18)

Target Risk Factors

Favorable Attitudes Toward the Problem Behavior (bullying)
Early Initiation of the Problem Behavior (bullying)
Community Laws and Norms Favorable to the Problem Behavior (bullying)

Outcomes or Demonstrated Results

Reduction in reports of bullying and victimization
Reduction in reports of general anti-social behavior such as fighting, vandalism, theft and truancy
Improvement in the social climate of classrooms/school
More positive social relationships in school
More positive attitude toward schoolwork and school

Recommended Staff

All teachers within a school
A Bullying Prevention Coordination Committee typically composed of a school administrator, a teacher representative from each grade, a guidance counselor, a school-based mental health professional, a parent, and a member of the non-teaching staff.

Training Requirements and Costs

All school staff members participate in a half- to one-day training session. Teachers are also expected to read the teacher handbook, hold weekly 20 to 40 minute classroom meetings, and participate in regular teacher discussion groups during the first year of the program to refresh their skills.

School personnel on the Bullying Prevention Coordinating Committee must participate in a one and one-half day training with a certified trainer and attend 1 to 2 hour monthly meetings. Costs for this training include \$1,500 to \$2,250, \$250 per half-day of travel time for the trainer to travel to and from the site, travel costs for the trainer, and \$100 to \$125 per hour for follow-up telephone consultation (averaging between \$1,200 and \$1,500 per year). Training is not offered without a commitment to engage in ongoing consultation with a certified trainer. No more than two school committees may be trained at one time by a single trainer.

The following materials must be purchased to implement the program:

Book (*Bullying at School*) – one per teacher - \$22.95 each
Video and Guidebook – one for every six classes - \$69.95
Teacher Handbook – one per teacher \$30
Olweus Bully/Victim Questionnaire and accompanying software - \$200 per school
Supplemental lesson plans - \$10 for one master copy

Implementation Essentials

This program requires significant and ongoing commitment from school administrators, teachers, and staff.

The school must establish a Bullying Prevention Coordinating Committee.

Depending on the school's size, the program will require a part- or full-time onsite coordinator.

The optimal approach to program implementation involves selecting the onsite coordinator and administering the questionnaire survey in the spring (to identify the extent of the bullying problem within a given school); training staff in August, before school opens; and holding a schoolwide kickoff at the beginning of the fall semester.

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Early Risers Skills for Success

Recognition

SAMHSA Model Program

Brief Program Description

Early Risers is a multi-component, high intensity competency enhancement program. The main components of the program include CORE (child-focused) and FLEX (parent/family-focused). A Family Advocate is responsible for coordinating and delivering Early Riser's manualized program to children and their parents, year-round, at school and at home. Interventions include: child social skills training and strategic peer involvement; reading and math instruction and educational enrichment activities; parent education and skills training; family support and consultation through home visits; and brief interventions to cope with stress; proactive parent-school consultation; contingency management of aggressive, disruptive, and noncompliant behavior. Early Risers is best implemented in schools or local community centers. A summer program component can also be offered in community centers or faith-based locations.

Target Population

Elementary school children (6 to 10 years old) at high risk for early development of conduct problems, including substance use.

Target Risk Factors

Family Conflict
Family Management Problems
Early Initiation of the Problem Behavior
Academic Failure
Extreme Economic and Social Deprivation
Family History of High Risk Behavior

Outcomes or Demonstrated Results

Improved academic achievement
Improved self-regulation (behavior and impulse control)
Improved social skills and social adaptability
Improved parenting

Recommended Staff

Cost-effective operation of the program requires one Family Advocate for every 25 to 30 child/family participants. A supervisor, responsible for staff recruitment, education, training, oversight, and evaluation is also required.

Program staff should have B.A. degrees with experience in family service, education, and/or child development.

Training Requirements and Costs

A 4-day intensive orientation and training program can be held at the host site for up to 20 family advocates and program supervisors. The training protocol includes teleconferences to provide technical support, periodic booster training sessions, manuals, and evaluation measures. The cost of this training is \$5,000 per year.

Salary plus fringe benefits per Family Advocate is estimated at \$35,000 per year.

The cost of implementing and running a Summer Program in addition to the regular program is highly variable depending on existing community resources.

Implementation Essentials

Program start-up activities include screening and recruiting children and their families, recruiting and training program Family Advocates, developing referral sources and relationships with community service providers, and obtaining school support. This process will require 3 to 6 months.

Program implementation starts with a 6-week Summer Program that runs 4 days per week. Program components include academic instruction, social skills training, cultural education, and creative arts and sports skills instruction. The program must have the resources to run this type of program, including staff and a facility.

The Check and Connect Program begins shortly after the start of the school year and runs concurrently until the end of each school year for 2 to 3 years. Program family advocates visit each child's classroom on a weekly basis to consult with teachers and provide one-on-one mentoring to the child when indicated.

The Family Program also begins shortly after the start of the school year. Parent and child groups are assembled and meet for biweekly evening sessions (12 sessions in years 1 and 2 and six sessions in year 3). Sessions begin with a communal family dinner followed by concurrent parent and child groups that last approximately 90 minutes, and concluding with a 30-minute parent-child interactive activity. Program must have ability to conduct these sessions.

The FLEX family support program begins approximately 3 months into the school year and runs continuously thereafter. The amount of FLEX contact time will vary for each family based on need. A minimum of six home visits per year is recommended.

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Functional Family Therapy (FFT)

Recognition

Blueprints Model Program
OJJDP Exemplary I Program
CSPV Model Program

Brief Program Description

Family therapists work with individual families in a clinical setting. The model includes four phases: 1) an Introduction/Impression phase; 2) a Motivation (Therapy) Phase; 3) a Behavior Change Phase; and 4) a Generalization phase. Each phase includes an assessment, specific techniques of intervention, and therapist goals and qualities. The intervention involves a strong cognitive/attributional component that is integrated into systemic skill training in family communication, parenting skills, and conflict management skills.

Target Population

Youth aged 11-18 at risk and/or presenting with delinquency, violence, substance use, Conduct Disorder, ODD, or Disruptive Behavior Disorder

Target Risk Factors

Family Conflict
Family Management Problems
Early Initiation of the Problem Behavior

Outcomes or Demonstrated Results

Improved family communication, family management practices, and parenting skills
Decreased acting out behavior in youth

Recommended Staff

The program is best implemented by using one- and two-person teams who deliver the intervention to clients in homes, clinics, juvenile court, and at time of re-entry from institutional placement. Interventionists can be para-professionals under supervision, trained probation officers, mental health technicians, and degreed mental health professionals.

Training Requirements and Costs

In one working group, implementation cost is approximately \$20,000 for all first year and start-up costs (not including travel). Cost per family during the first year is approximately \$2,000. After the first year of implementation, a small yearly fee is required for certification of site compliance.

The entire training/implementation process takes one year to complete. Training components include: a 3-day clinical training for all FFT therapists in a working group; an externship training for one working group member (will become the clinical lead for the group); 3 follow-up visits/year (2 days each on-site); and supervision consultations (4 hours of monthly consultation). FFT is also supported by a systematic assessment, tracking, and outcome assessment system. See program developer for more information.

Implementation Essentials

This program is suitable for both at-risk youth and those already presenting with delinquency, substance use, or other behavior problems.

Some findings of program effectiveness included outcomes for court-involved youth.

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The Incredible Years Series

Recognition

Blueprints Model
OJJDP Exemplary I

Brief Program Description

The Incredible Years curriculum can be implemented by schools, school districts and related programs (Head Start), or in mental health centers as a treatment for families with children who are diagnosed with ODD/CD and ADHD. There are three separate curricula including 1) BASIC (parenting skills), 2) ADVANCE (parental communication and anger management), and 3) SCHOOL (parents promoting children's academic skills). The curricula are presented in four distinct formats: Dina Dinosaur Small Group Therapy (18 to 22, 2-hour weekly sessions for children), Dina Dinosaur Classroom (60 lesson plans delivered 1-3 times a week in 45-minute class periods), Parenting Groups (12 to 14, 2-hour weekly sessions for BASIC, 10-12 2-hour weekly sessions for ADVANCE and SCHOOL series), and Teacher Classroom Management Series (14, 2-hour sessions or 4-day intensive).

Target Population

Youth ages 2-8 presenting with conduct problems (having high rates of aggression, defiance, oppositional and impulsive behavior), their parents, and teachers.

Outcomes or Demonstrated Results

Parents: Increased parental positive affective response, use of effective parental limit setting and using non-violent discipline, parental self-confidence, positive family communication and problem-solving, involvement with school, reduced parental depression

Children: Improved conduct at home and school, problem-solving skills, social competence, conflict management strategies with peers

Teachers: Decreased use of criticism and harsh discipline in classroom

Recommended Staff

Each group (4 groups total) can be led by one certified leader, although a co-leader is recommended when a leader is first learning to conduct these groups. Ideally, there should be two group leaders.

Training Requirements and Costs

Group leaders complete a certification process that involves attendance at a certified training workshop, peer review, videotape feedback, and consultation.

Certified trainers are available to train therapists, counselors, teachers, and others to run parent, teacher and child groups. Each training workshop (for teacher, parent or child programs) typically lasts three days. One workshop can be offered to 25-30 participants. Fees for workshops are negotiated according to number of days of training and whether training includes one or more of the curriculum. Travel costs are a separate charge from the trainer daily consultant fee.

The cost for a workshop held in Seattle (their site) per person is:

\$400 - 3-day workshop registration fee (required for parent group leader training and classroom version of Dina program)

\$300 - 2-day workshop registration fee (required for small group therapy version of Dina program)

Cost per person for airfare, lodging, and meals

The cost for a workshop held at the program site is:

\$1,300 - per day trainer fee

\$650 - half-day travel fee (this is variable, depending on location)

Cost per trainer for airfare, lodging, miscellaneous travel costs, and meals

The cost for support materials and required books:

\$25.00 - *How to Promote Social and Emotional Competence* book (for the child and teacher training workshops)

\$14.95 - *The Incredible Years* book (Parent workshop - per participant)

\$12.00 - handouts (per participant)

The cost for ongoing technical support per person:

\$350.00 - certification fee (includes 2 videotape reviews)

\$75 per hour - telephone consultation by trainer

\$200.00 - consultation day in Seattle

\$75 per hour - extra videotape reviews by trainer (beyond the 2 reviews included in the certification fee)

Implementation Essentials

The organization or school must be committed to excellence, evident in good administrative support and support for facilitator certification by certified trainers, as well as ongoing technical support and consultant workshops.

It is essential to be able to offer transportation, day care, and dinners to program participants. Programs need to be offered at a variety of times during the day and evening in order to accommodate work schedules.

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Promoting Alternative Thinking Strategies (PATHS)

Recognition

Blueprints Model Program
SAMHSA Model Program
Center for the Study of Violence Prevention Model Program

Brief Program Description

The PATHS curriculum, taught three times per week for a minimum of 20-30 minutes per day, provides teachers with systematic lessons, materials, and instructions for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.

Target Population

Entire elementary school population (Kindergarten through Grade 5)

Target Risk Factors

Early and Persistent Anti-Social Behavior
Early Initiation of the Problem Behavior

Outcomes or Demonstrated Results

Improvements in ability to tolerate frustration, self-control, understanding of emotions
Decreased conduct problems at school and home
Decreased symptoms of sadness and depression

Recommended Staff

All teachers in the elementary school

Training Requirements and Costs

Two-to-three day workshop for teachers
Bi-weekly meetings with the curriculum consultant

Implementation Essentials

Requires significant and ongoing commitment from school administration, teachers, and staff

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Reconnecting Youth (RY)

Recognition

SAMHSA Model Program
NIDA Programs That Work

Brief Program Description

A school-based prevention program that uses a partnership model involving peers, school personnel, and parents to deliver interventions that address the three central program goals: 1) decreased drug involvement; 2) increased school performance; and 3) decreased emotional distress. Students work toward these goals by participating in a semester-long high school class that involves skills training in the context of a positive peer culture. Students learn, practice, and apply self-esteem enhancement strategies, decision-making skills, personal control strategies, and interpersonal communication techniques.

This program has four key components that are integrated into the school environment including: 1) RY Class-offered for 50 minutes daily during regular school hours for one semester in a class with a student-teacher ratio of 10 or 12 to 1; 2) school bonding activities consisting of social, recreational, school, and weekend activities that are designed to reconnect students to school and health-promoting activities as alternatives to drug involvement, loneliness, and depression; and 3) school crisis response planning which provides teachers and school personnel with guidelines for recognizing signs of suicidal behaviors and suicide prevention approaches. Parental involvement is required for participation in the program.

Target Population

Youth in grades nine through twelve (ages 14 through 18) who are at risk for school dropout (defined as having fewer than the average number of credits earned for their grade level, high school absenteeism, a history of dropping out of school, or showing a significant drop in grades)

Target Risk Factors

Early and Persistent Anti-Social Behavior
Academic Failure
Lack of Commitment to School
Early Initiation of the Problem Behavior (violence, substance use)
Family Conflict
Family Management Problems
Friends Who Engage in the Problem Behavior
Alienation and Rebelliousness

Outcomes or Demonstrated Results

Increased school performance (grades, better attendance, more credits earned)
Decreased number of drop-outs
Decreased drug involvement
Decreased suicidal behaviors, anxiety, stress, depression, and aggression

Recommended Staff

RY Teachers who are selected, not assigned, using pre-established criteria to ensure the program has teachers who are committed to working with high-risk youth and show special aptitude based on student, other teacher, and administrative recommendations.

One full-time RY Coordinator per every five to six RY classes is needed to provide teacher support, encouragement, and consultation. The role typically includes bi-monthly meetings as well as weekly classroom observation. Ideally, the RY Coordinator is a skilled RY Teacher with supervisory and training expertise.

Training Requirements and Costs

All RY Teachers and Coordinators should receive implementation training. Initial implementation training typically lasts between four and five days. Onsite implementation training for potential RY Teachers and Coordinators is available from RY personnel. The cost of training is \$750.00 per day per trainer. RY training requires one trainer for every five to six participants. A typical training session (with four days of instruction) costs \$3,000.00 per trainer. This cost does not

include airfare to the training site, hotel accommodations, a minimum of \$35.00 per diem for each trainer, and miscellaneous costs (parking and transportation).

Recommended follow-up implementation consultation of one day every six months during the first year of implementation is also recommended. At least one yearly follow-up consultation, to manage implementation challenges and to assess implementation fidelity in subsequent years, is also recommended.

RY curriculum materials cost \$179.00 and can be ordered directly from National Educational Service, 1-800-733-6786. This material can be copied and distributed on an as-needed basis.

Implementation Essentials

School partnerships are essential – this program requires strong support from school administration, faculty, and staff.

Regular meetings among key players to ensure readiness, commitment, and financial resources will help set a strong foundation for program success.

Use of RY recommended selection criteria to identify potential participants is essential. From this group, students should be invited rather than assigned to RY, and their parents must sign an agreement for them to participate. Students' expressed willingness to work toward program goals is essential.

RY operates best in an environment with active supports. School administrators should secure links with community groups for involvement such as funding, "adoption" of a school to provide mentoring or in-kind donations, or help with providing drug-free activities.

A classroom large enough to accommodate the RY teacher and 10 to 12 students is necessary. Teachers will need a copy of the RY: A Peer Group Approach to Building Life Skills curriculum and will need to prepare student notebooks from handouts contained therein.

Recreational and school-bonding activities should be budgeted in the implementation plan.

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Responding in Peaceful and Positive Ways

Recognition

SAMHSA Model Program

Brief Program Description

This program teaches students knowledge, attitudes, and skills designed to promote school-wide norms for nonviolence and positive risk-taking through the use of team-building activities, a social cognitive problem-solving model, repetition and mental rehearsal, relaxation techniques, role plays, and a peer mediation program. The program consists of a 25-session curriculum, designed to be implemented in the 6th grade at middle schools; 12-session booster programs, designed to be implemented with 7th and 8th graders at middle schools; and a peer mediation program. The curriculum is typically taught in 50-minute sessions on a weekly basis throughout the school year during the academic subjects of social studies, health, and science.

Target Population

Entire middle school student population (grades 6, 7, and 8)

Target Risk Factors

Community (School-wide) Laws and Norms Favorable to Problem Behaviors
Early Initiation of Problem Behavior
Friends Who Engage in the Problem Behavior

Outcomes or Demonstrated Results

Less disciplinary violations at school
Lower rates of fight-related injuries school-wide
Improved attitudes toward nonviolence
Decreased anxiety
Improved knowledge of areas covered by curriculum

Recommended Staff

A prevention facilitator is required for teaching the curricula and supervising the peer mediation program.

Training Requirements and Costs

A five-day training session is provided to train facilitators to teach all three years of the RIPP curriculum. This session is offered each summer by the staff of Prevention Opportunities, LLC. Individual sessions can be arranged on-site. The cost for the summer training for the first person from a given site is \$650 (includes all materials and lunch). The reduced cost for additional persons from the same site is \$315.

On-site training costs \$6,100 for up to 20 participants (includes curriculum, book, and poster for 20 participants) with additional costs for more persons. This cost does not include travel, lodging, and per diem per trainer. The site is responsible for providing food for participants and the cost of space.

Three-day peer mediation training is also available at a cost of \$350 for one person (including all materials and lunch). The peer mediation curriculum is an additional \$35.

A detailed teacher's manual and student workbooks are available as part of the training. Additionally, *Promoting Nonviolence in Early Adolescence: Responding in Peaceful and Positive Ways* is also available to provide detailed information on how to assess school readiness for this program, how to select facilitators, ways to implement the program, details on the theoretical background of the program, and how to adapt RIPP for cultural and community differences. The book may be purchased from Plenum Publishers.

Implementation Essentials

Requires significant and ongoing support from school administration, teachers, and staff. Contact the program developer for more information.

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Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)

Recognition

OJJDP Exemplary II

Brief Program Description

An adaptation of the Strengthening Families Program, SFP 10-14 has seven 2-hour sessions for parents and youth, who attend separate skill-building groups during the first hour and spend the second hour together in supervised family activities. Sessions focus on goal setting, dealing with stress and strong emotions, communication skills, increasing responsible behavior, and improving skills to deal with peer pressure. Four booster sessions are designed for six months to one year after the end of the first seven sessions, in order to reinforce learned skills.

Target Population

Youth ages 10-14 and their families

Target Risk Factors

Family Management Problems

Friends Who Engage in the Problem Behavior

Early Initiation of the Problem Behavior

Outcomes or Demonstrated Results

Improved parenting behaviors

Improved peer resistance skills and reduction in affiliations with anti-social peers

Lower probabilities of initiating any type of substance use between seventh and eighth grades

Lower proportions of 10th graders reporting lifetime use of alcohol, tobacco, and marijuana

Lower rates of growth in alcohol initiation, through the 10th grade follow-up,

Lower past month frequency of cigarette use in the 10th grade

Recommended Staff

The program requires three facilitators, two for the youth sessions and one for the parent session. Volunteer facilitators or paid staff can be used, as long as they have received training. All three staff interact with families during the family session. Optional additional staff might include family recruiters and a person who arranges meals, sets up equipment, and finds child care personnel.

Training Requirements and Costs

Facilitators must attend a one-day training, at a minimum, offered for **free** at Iowa State University three times per year with the purchase of each teaching manual. A limited number of on-site training workshops are available for a maximum of 30 individuals per training. Iowa State University subsidizes the cost of on-site training up to \$1500, depending on the number of training manuals purchased. There are three training options: 1) the 8-hour introduction and overview training is \$1600; 2) the 12-hour basic facilitator training is \$2000; 3) the 16-hour in-depth facilitator training is \$2500. Additional costs for each training include travel, lodging, per diem for food. Individuals within an organization can become certified trainers by taking part in a specified series of train-the-trainer workshops.

Materials include one manual for each of three facilitators and a set of videotapes. A set of nine videotapes, used in sessions 1-7 cost \$250 plus shipping. The 415-page manual is \$175 (each facilitator needs a manual). The manual includes masters for all handouts, game cards, and posters. Teaching materials for four booster sessions include a manual for \$50 and two videotapes for \$60. An optional promotional videotape showing families taking part in program activities is \$10 plus shipping and colorful brochures to use in recruitment are \$.25 each. Shipping costs should be added to the prices above. All materials are available through: Extension Distribution Center, 119 Kooser Drive, Iowa State University, Ames, IA 50011.

Implementation Essentials

Incentives for participation including childcare, transportation, snacks, coupons, etc. are recommended. A meal can be served prior to each session.

Many demonstrated outcomes require follow-up after program completion. Program staff should have the ability to conduct follow-up.

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Strengthening Families Program (SFP)

Recognition

SAMHSA Model Program
OJJDP Exemplary I Program

Brief Program Description

The SFP is a 14-session family skills training program that includes three courses (Parent Skills Training, Children's Skills Training, and Family Life Skills Training) taught in fourteen 2-hour periods. In the first hour, parents and children participate in separate classes, each class led by two co-leaders. During the second hour, families come together to practice what they have learned. Booster sessions and parent-run family support groups for SFP graduates are encouraged.

Target Population

Youth ages 6-12 years and their families

Target Risk Factors

Family Conflict
Family Management Problems
Early Initiation of the Problem Behavior
Friends Who Engage in the Problem Behavior

Outcomes or Demonstrated Results

Decreased anti-social behaviors, conduct disorders, and aggression
Improved children's social and life skills
Improved family relationships
Improved parenting skills

Recommended Staff

The program requires a part-time site coordinator and family recruiter and four trainers to deliver the program (2 parent trainers and 2 child trainers).

Training Requirements and Costs

A minimum of two to three days is necessary for two co-trainers to train 10-40 participants. A 3-day training costs \$500/day per trainer plus an administrative fee of \$500, for a total of \$3,500, plus travel costs. Additional consultation and technical assistance are available and are negotiated on an individual basis.

The program costs per course (one group of 14 families) vary tremendously depending on whether existing staff is employed as part of their regular job. If not, for about \$500 per month, trainers can be hired to run the groups one evening per week.

Program costs should include \$300 for purchasing a basic set of six SFP manuals (Family Skills Training, Children's Skills Training, Parent Skills Training, Parents' Handbook, and the Implementation Manual). Once a single set is purchased, the site is then free to copy the material for trainers and families.

It is recommended that funds be budgeted for family meals, transportation, child care, incentives for homework completion and graduation.

Implementation Essentials

The provision of family meals prior to each session, transportation, and childcare is strongly recommended.

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Students Managing Anger and Resolution Together (SMART)

Recognition

SAMHSA Model Program

U.S. Dept of Education Promising Program

Brief Program Description

SMART Team is an 8-module, multimedia software program designed to teach violence prevention messages and methods. The theoretical underpinnings of the instructional design are twofold: a skill acquisition model that postulates five stages of learning a new skill, from novice to expert; and social learning theory that contributes an understanding of how children observe the verbal and nonverbal behavior of role models. Students acquire three categories of skills: 1) anger replacement skills; 2) dispute resolution skills; and 3) perspective taking skills. All program software modules focus on one of these skills. The modules, which use various interactive interview and game formats, are for each set of skills. Although the program is typically implemented in schools where it is loaded on computers located in classrooms, computer labs, and counselors' offices, it can also be used in community agencies.

The program is simple enough to be accessed independently by students with basic computer skills. Teachers may wish to conduct a follow-up discussion to ascertain students' reactions and reinforce the content of the modules, but direct teaching is optional.

Target Population

Students in grades 6 through 9 (ages 11 to 15)

Target Risk Factors

Friends Who Engage in the Problem Behavior (violence)

Early Initiation of the Problem Behavior (violence)

Favorable Attitudes Toward the Problem Behavior (violence)

Outcomes or Demonstrated Results

Increased knowledge of how behaviors can escalate conflict

Improved self-reported behavior and intention to use non-violent strategies

Improved reporting of never getting in trouble at home, school, and in the community

Reduced beliefs supporting the use of violence

Improved conflict resolution skills

Recommended Staff

No staff required other than teacher supervision in the school setting.

Training Requirements and Costs

No training required.

Purchase of CD-ROM software is required. Software costs are: \$195 – single user; \$395 – multi-user (site); and \$595 – network. Software can be purchased from Learning Multi-Systems (contact information listed below).

Implementation Essentials

Requires significant support from school administration, teachers, and staff.

SMART Team software is designed to operate on a Macintosh computer with a 68020 CPU or greater, 1.5 MB of RAM, 7.5 M.B. of hard drive space, and a System 7.0 or newer CD-ROM. Less than a half hour is required to load the program prior to initial use.

Contact Information

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